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ABSTRACT

This report provides background materials for a survey which is to be conducted for the Unit of Dissemination of the Kentucky Department of Education to determine what type of packaging is preferred by users for materials distributed by the Dissemination Unit, with emphasis on teacher attitudes toward non-print media in relation to print formats. These materials include a review of research investigating teacher attitudes toward the use of non-print media, a brief description of how media availability and teacher experience will be measured, a discussion of the use of the semantic differential scale to measure attitudes, and copies of instruments which have been developed for the survey. Individual questionnaires focus on attitudes toward various media formats, e.g., microfiche/microfilm, videotape, filmstrips, film, books and professional articles, magazines, and transparencies. A brief description and questionnaire for a supplementary media equipment survey for principals is also included. (BBM)

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ED174197

# TEACHER ATTITUDES TOWARD NON-PRINT MEDIA

Prepared for the Unit for Dissemination in the Kentucky Department of Education and for COM 607 at the University of Kentucky

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12/14/78

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IR007413

## INTRODUCTION

The Unit for Dissemination in the Kentucky Department of Education was created to make available a wide range of information to the elementary and secondary teachers in the Commonwealth. With the ever increasing compilation of information and the increasing demands on classroom teachers such a function is highly desirable. Somewhat unfortunately, the Dissemination Unit has not been the answer to the information gathering need of very many of Kentucky's teachers. A general lack of usage and misuse of the service has lessened its effectiveness.

The problem might be that not enough teachers know about the service or, more specifically, maybe not enough "opinion leaders" know about the unit. These "opinion leaders" could pass information about and from the unit to the attention of other teachers. The answer then becomes one of promotion and public relations coupled with the need for identification of "opinion leaders." While we definitely don't want to dispute the validity of such an approach to the Unit's problems, it is not the approach that we will pursue here.

Another key to the effectiveness or the ineffectiveness of the Dissemination Unit is the method of packaging the distributed materials. In other words, are the teachers getting materials that are usable and aesthetically pleasing to them?

When a teacher contacts the Dissemination Unit for information on a certain topic that teacher is sent a booklet of article abstracts. The teacher then tells the Unit which articles he/she wants and in what form he/she wants them. The Unit will send the teacher up to one hundred pages

of paper copy or an unlimited number of microfiche pages per request.

Most teachers request paper copy and we can postulate two possible reasons for this. The reasons are:

1) Teachers are so barraged by paper that they have developed a "mimeograph mentality" where paper is such an integral part of their existence that they have trouble using anything else.
2) Paper is simply preferred over microfiche due to convenience, trust, etc.

These reasons for the preference of paper quite naturally lead to problems.

Perhaps the so-called "Mimeograph mentality" leads to a misuse of the Unit's information because the teachers are too barraged with other readings to the point where little if any attention is paid to the requested information. The fact that some of the Unit's better received items have been those that use a "media mix" (i.e. the Metric Cube) tends to support this.

Is paper really "liked" better than microfiche? This question has never been answered adequately. The Dissemination Unit could save a considerable amount of money by using only microfiche for the transmission of information. The savings realized from this could then be channeled into new or improved projects such as information distributed on video tape, audio tape, etc. Teachers' attitudes toward these and other techniques and technologies should be measured before any commitment of funds for such projects.

The problem becomes one of teacher attitudes. What do the users of the Dissemination Unit want? Obviously teachers are more likely to use something they like. Teachers are rarely the subject of attitude surveys as most school research centers on the attitudes of students and administrators. As the users, in this instance, it is imperative that we measure teacher attitudes

about the packaging of the Unit's materials. More specifically, what are the teacher attitudes toward non-print media in relation to print? If the Unit for Dissemination is to actually do its duty such information is imperative.

In 1962, in an article entitled "Dimensions of Teachers' Attitudes Toward Instructional Television," Westley and Jacobson wrote:

> What are the attitudes of teachers toward the intrusion in the classroom of the television teacher and the whole apparatus of instructional TV? That question, which appears to have great importance for school television, has evoked much discussion but very little research.[1]

More than 15 years later, instructional television constitutes only one aspect of a broad range of electronic and other forms of non-print media adapted for use in the classroom. Yet there remains a scarcity of research which has studied the attitudes of teachers toward the use of such media forms, the degree to which non-print media are utilized by the classroom teacher, and other related questions. Consequently, in response to a suggestion from the Unit for Dissemination of the Kentucky Department of Education, a survey instrument has been designed to assess the attitudes of Kentucky classroom teachers toward both print and non-print media forms, and to gather information about the extent to which all media forms are currently utilized by this group of educators. The following literature review will serve to justify the need for such a survey.

Most literature available on this topic is directed toward the selection of resources available in a particular format, but this approach assumes that the teacher has already decided to utilize resources other than standard textbooks in the classroom presentation. Unfortunately, this assumption may be incorrect.

Because of the general lack of published research reports and scholarly articles concerned with teachers' attitudes toward non-print media, this writer interviewed two persons who are directly involved in the development of media collections for Kentucky school systems. One of them is a professor in the University of Kentucky College of Education, and the other is employed by the state Department of Education. Both these sources indicated that, in their experience, teachers are reluctant if not unwilling to incorporate the use of non-print media into the curriculum for a variety of reasons.

According to them, the majority of teachers are afraid of media equipment, are unaware of resources available, and are unwilling to expend the extra effort required to locate media resources, plan for the use of such resources in a presentation, or make arrangements for set-up and operation of necessary equipment.

Another aspect of this problem is that the school librarian is responsible for the purchase, storage and dissemination of all supplementary resources, both print and non-print, and the extent to which such materials are utilized within a school depends to a large degree on the librarian's attitudes. The librarian (or "media specialist," a term which the state Department of Education now requires instead of librarian) may resent the extra work involved in encouraging the use of non-traditional resources. In many schools, filmstrips, movies, or audio and video equipment are uncatalogued and unused simply because neither the librarian nor the classroom teacher is familiar with what is available.

Often the use of such resources, including programming broadcast by the Kentucky Educational Television network, may be regarded as a time-filler when the teacher is not prepared for class, or as a reward for good behavior by students, and is not incorporated in any meaningful way to supplement textbook content.

Additionally, these sources said that in many cases administrators do not support the use of audio-visual media, may see the purchase and maintenance of equipment and supplies as unnecessary expenditures, and may resent or discourage a teacher's efforts to integrate innovative teaching methods into the curriculum.

Other factors may be involved in influencing a teacher's decision about whether to use non-print media forms. One such factor is the individual teacher's receptiveness to innovative teaching strategies. It may be that when a teacher has begun to incorporate other media forms into his or her curriculum, other teachers will discourage such innovation because they are not willing to follow suit:

> Group decision-making tends to result in the lowest common denominator of innovative strategy being accepted, and the individual originator may find himself in a highly threatening and competitive situation. Risk and fear of exposure in a peer group are also factors that retard the acceptability of an innovation that may otherwise be perfectly acceptable to a single member of the group.[2]

Very few research studies have sought to analyze how teachers feel about the use of non-print media. The work of Westley and Jacobson, mentioned earlier, was apparently one of the first studies to investigate the attitudes of teachers toward use of instructional television in their classrooms. Based on the responses of 50 teachers (33 who were using instructional television math programming and 17 who were not), the authors reached the following conclusions, among others:

1) Instructional television was not regarded as "threatening" in terms of the teacher's opportunity for advancement, the teacher's authority in the classroom, or in the possibility that the classroom teacher might be replaced by the TV teacher.

2) Teachers who responded were neutral about the economic implications of instructional television: they did not feel that its' use would have importance either in reducing or increasing instructional costs.

3) The teachers felt that instructional television could be beneficial to parents and to teachers, through in-service training, and that it could "help bring about greater uniformity of instruction."[3]

This survey found, then, fairly strong support for the use of instructional television as an effective means of supplementing textbook material as well as being regarded as a way in which the teacher might become more effective or successful in presenting certain material.

In a 1967 study, Bish measured teacher attitudes toward certain non-print media as a means of designing and organizing in-service education for teachers concerning the use of such media.[4] He used a semantic differential scale and such variables as size of school, prior training in the use of a particular medium, sex, age, teaching experience and level taught. He divided the mediums to be studied into two categories: traditional (projectors, audio tape, etc.) and innovative (television, video tape recorders, programmed instruction, etc.).

Bish found that the variables of sex, level of teaching and usage seemed to have the greatest relation to attitudes toward non-print media. Elementary teachers, female teachers, and seldom or non-using teachers tended to favor the traditional mediums while secondary teachers, male teachers, and frequent users favored the innovative mediums. Bish conceded that a different school district and a greater balance in the male-female numbers might yield different results.

Another study, conducted in Iowa in 1971 [5] found that the teachers surveyed tended to use audio-visual supplements on a fairly frequent basis. It also identified four areas in which the teachers felt they could improve their effectiveness in the use of non-print materials:

1) In using media to individualize instruction.
2) In selecting and applying media resources to particular subect areas.
3) In locating sources of software.
4) In observing media use in the field, to see how other teachers incorporate non-print media into their instructional programs.

This study also reported that the teachers surveyed found the use of media resources to be the most effective means of supplementing traditional textbook materials.

A more recent survey considered the responses of teachers employed by 215 school systems utilizing the Appalachian Educational Satellite Project. The purpose of the study was to "Determine the degree to which teachers felt that they needed to develop additional skills in working with the multi-media formats to be found in a media center."[6] The survey instrument asked teachers to indicate whether they felt a need for additional training in working with five types of media formats (print, auditory, visual, audio-visual and multi-media materials) and six categories of media-related skills (identification, location, production, evaluation, integration and utilization of media materials).

The results indicated that, for all media formats except print, teachers did feel a need for additional training in all areas explored by the skills-related questions. Two findings of this study are particularly pertinent to the KIDS program. First, "Instructional systems, kits or packages that might contain materials in several formats are resources with which the teachers feel least comfortable." Second, teachers are more likely to utilize materials available in their own classrooms or school buildings than those available in district or multi-district collections. Ease of accessibility seems to be an important factor in determining the extent to which materials are selected and utilized.

Another interesting conclusion of this research was that "Teachers also feel a need to develop skills in finding citations and reviews for materials that might be useful, and in planning for the use of those materials in their classrooms." Thus, it seems that there is a definite need to provide in-service training to teachers which will make them aware of the availability and accessibility of resources which are obtainable through KIDS, and to provide training in the utilization of such materials, both hardware and software, in order to convince the teachers that use of such materials is not nearly as difficult as they apparently have come to believe.

It is probable that younger teachers, who are being trained to utilize media productions in their curricula while in college, will be much more receptive to the use of such resources. But there remains the problem of convincing older teachers (including many librarians), who attended college before the era of widespread media technology, to use these resources. It seems that mandatory in-service training in media applications would be appropriate and effective here.

An additional problem related to media usage is that of motivation: most teachers apparently feel, according to the media resource personnel cited previously, that they are doing an adequate job of educating their students by depending exclusively on traditional materials (textbooks and teachers' supplements or handbooks). To date, they have had no particular incentive to locate and utilize non-print resources in the classroom. A related attitude is that "teachers are just ordinary working people," and lack either the inclination or the motivation to spend their own time reading educational journals or previewing filmstrips or video tapes.

This attitude is supported by a study of teachers in 49 Appalachian counties in eastern Kentucky, which assessed the media utilized most frequently (of radio,

television and print) by elementary and secondary teachers for both general and professional use, but not considering classroom use.[7] The findings are not particularly surprising:

-- Television was the most frequently utilized of the three media forms.

-- Most popular radio programming was news, music and sports. For television, variety, news and music programs were the most popular; educational programs ranked sixth.

-- For professional reading pertaining to education, teachers preferred general readings to research readings.

-- Level of education corresponded to media usage for professional purposes: those teachers with higher educational levels were more likely to view educational television programming or to read professional journals.

The authors conclude: "Seemingly, the most effective way to reach teachers with information of an educational nature is to build this information into programs of a general nature." This attitude, unfortunately, seems to correspond to the philosophy of many parents that the easiest way to convince a child to do something or watch something "educational" is to tell the child that it is fun and not educational. The implication in this study is that teachers must be deceived, and programming disguised, if teachers are to be induced to learn anything or expand their areas of interest through media use.

It seems that the findings of research to date, reviewed here, are somewhat contradictory. A large portion of classroom teachers apparently are willing to use non-print media in their classes once they feel comfortable with selection of resources and operation of equipment. Yet the experience

of two persons who work directly with Kentucky teachers in media selection and utilization indicated that teachers are at best indifferent toward the use of such resources. In either case, it appears that additional research is needed on a state-wide level to determine whether they prefer one media format to another, and to develop training programs or other incentives for encouraging the use of these resources. It also appears that substantial efforts should be made to persuade the average classroom teacher to incorporate the use of media resources into the curriculum.

The survey instrument which we had planned to use would have assessed attitudes toward particular media formats, and could provide an indicator for future planning, in that if the teachers surveyed expressed a definite preference for one format over another, it would seem practical to utilize that format instead of other options in making information available to teachers.

If such research indicates that Kentucky teachers are in fact unwilling to use non-print resources, either for their own information or in conjunction with classroom presentations, it seems that the most effective means of changing such attitudes is to be found in providing personalized, in-service training to teachers so that they will become aware of the innovative possibilities of such media and can become more comfortable with selection of resources and operation of equipment.

## ENDNOTES

1 Westley, Bruce H. and Harvey K. Jacobson. "Dimensions of Teachers' Attitudes Toward Instructional Television." Audio-Visual Communication Review 1962:10, p. 179.

2 Meyer, Jan H. F. "Media Innovation and Faculty Change." Audio-Visual Instruction 23:2 (1978), pp. 44-45.

3 Westley and Jacobson, p. 184.

4 Bish, John Charles. "A Study of Teachers' Attitudes Toward Selected Tehcnological Media of Instruction and an Examination of Salient Variables Related to Those Attitudes." Doctoral dissertation, George Washington University, 1967. University of Kentucky College of Education Library Document #B76-2.

5 Laird, Nicola R. "Which Media Do Teachers Use Most?" Audio-Visual Instruction 23:6 (1978), pp. 23-25.

6 Rogers, Jo Ann V. "What Teachers Say They Need." Audio-Visual Instruction 23:3 (1978), pp. 22-23.

7 Norfleet, Morris and Leonard Burkett. "Media Utilization by Teachers of Appalachian Kentucky." Morehead State University, 1973. ERIC Document #135 744.

## MEDIA AVAILABILITY AND TEACHER EXPERIENCE

A study of the attitudes of teachers toward non-print instructional media must also determine the availability of these media forms. While it is necessary to know the extent to which the technologies are present in the school systems, teachers who are unaware of the existence of these media will obviously not attempt to use them even if their attitudes are favorable and the media equipment are there. For this reason, we have included a question measuring the perceptions of teachers of each media form's availability. As Bish summarized in his study, "No degree of favorable disposition will result in its use if the equipment and related facilities are unavailable."[1]

Questions are also included which measure teacher familiarity with the various instructional media technologies. Battram found that "teachers who hold a high concept of their own performance with modern media are more likely to increase and improve their use of modern media than teachers who have a low concept of their own performance with modern media."[2] It would seem likely that prior experience with the instructional media, coupled with perceptions of its availability would suggest a tendency toward use of that media form and would indicate higher ratings on the attitudinal dimensions.

## ENDNOTES

[1]Bish, John Charles. "A Study of Teachers' Attitudes Toward Selected Technological Media of Instruction and an Examination of Salient Variables Related to Those Attitudes." Doctoral dissertation, George Washington University, 1967. University of Kentucky College of Education Library Document #B76-2.

[2]Battram, John Vidal. "Teacher Perceptions Relating to the New Communications Media: A Study of Teacher Perceptions as Related to the Use of the New Communications Media and the Nature and Quality of Such Use." Doctoral dissertation, Michigan State University, 1963. University of Kentucky College of Education Library Document #B76-6.

## USE OF SEMANTIC DIFFERENTIAL SCALE

The use of the semantic differential as a technique for measuring meaning or attitudes dates from a 1952 Psychological Bulletin article by Charles Osgood. Since then, the measure has been used in a multitude of settings and has proven to be both a valid and reliable method of assessing psychological meaning.

Semantic differentiation is a scaling technique which uses bipolar adjectives on a seven-interval scale. Respondents place check-marks at intervals on the scale depending on the degree to which they feel the concept being measured is related to either of the bipolar adjectives. Differences in the patterns of checked marks on the scales represent differences in the meanings of the concepts (in this case, media forms) judged. The value of the semantic differential lies in its ability to predict and explain choice behavior.[1]

The semantic differential scale was used as the technique for teacher attitude testing in this study for several reasons.

1) All stimuli or concepts to which the respondents are exposed evoke some kind of response.
2) The type of response is attitudinal, based on the purposes for which the respondents use the stimuli (media forms).
3) The bipolar terms indicate both the direction and intensity of the attitudes. All bipolar scales have been derived through factor analysis, with the scales having the highest loadings on the evaluative dimension used for evoking attitudinal responses.[2]

Although there are a number of combinations of adjective pairs for semantic differential scaling, the eight pairs selected for this study had been previously used and validated as attitudinal measures in Bish's study of teacher attitudes toward media. The word pairs used in that study had been judged to have "face validity" or a relevance to forms of media. They were semantically stable, having evoked uniform responses in pilot testing. In addition, these terms were maximally loaded on the evaluative dimension as discussed earlier.

The raw data received from the study will be a collection of check marks on the seven-point scales. A digit will be assigned to each scale position, with "1" representing the position closest to the more negative adjective and a "7" representing the more positive evaluation. Each check mark will be correlated with the corresponsing scale position. A neutral response, for example, would be a "4".[3]

Scores on each scale will be summed, with a possible range of 8 - 56. Scores will be averaged across all subjects to determine mean attitudes toward each media form. The data may then be interpreted in various ways to establish possible correlations between demographic variables. This information could also potentially aid in media training programs if factor analysis is used to determine which media fall in a given distribution and that they have in common.

## ENDNOTES

[1]Osgood, Charles E., "The Nature and Measurement of Meaning." Psychological Bulletin, 1952:49, pp. 226-233.

[2]Bish, John Charles. "A Study of Teachers' Attitudes Toward Selected Technological Media of Instruction and an Examination of Salient Variables Related to Those Attitudes." Doctoral dissertation, George Washington University, 1967. University of Kentucky College of Education Library Document #B76-2.

[3]Ibid.

# A SURVEY OF TEACHER ATTITUDES TOWARD NON-PRINT MEDIA

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We are interested in your judgements of various non-print media. When you evaluate the different types of media, do so on the basis of what they represent or mean to you. Here is how you are to use the following scales in judging the types of media involved in this study.

If you feel that the type of media above the scales is very closely related to one end of the scale, you should place your check-mark as follows:

important _X_:___:___:___:___:___:___ unimportant

OR

important ___:___:___:___:___:___:_X_ unimportant

If you feel that the type of media is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

important ___:_X_:___:___:___:___:___ unimportant

OR

important ___:___:___:___:___:_X_:___ unimportant

If the type of media seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

important ___:___:_X_:___:___:___:___ unimportant

OR

important ___:___:___:___:_X_:___:___ unimportant

The direction toward which you check, of course, depends upon which of the two ends of the scale seem more characteristic of your feeling toward the type of media you are judging.

If you consider the type of media to be neutral on the scale, both sides of the scale equally associated with the type of media, or if you feel completely indifferent toward the type of media, then you should place your check-mark in the middle space.

important ___:___:___:_X_:___:___:___ unimportant

Do not worry or puzzle over individual items. It is your first impression, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

Please be sure to check every scale for every type of media -- do not omit any. Never put more than one check-mark on a single scale.

Please respond also to the three additional questions at the bottom of each page.

MICROFICHE/MICROFILM

Photographically reduced images of printed matter requiring magnifying readers.

important ___:___:___:___:___:___:___ unimportant

good ___:___:___:___:___:___:___ bad

superior ___:___:___:___:___:___:___ inferior

beneficial ___:___:___:___:___:___:___ harmful

wise ___:___:___:___:___:___:___ foolish

positive ___:___:___:___:___:___:___ negative

successful ___:___:___:___:___:___:___ unsuccessful

timely ___:___:___:___:___:___:___ untimely

Do you have access to the equipment required for the use of this medium?

___yes ___no

Have you ever used this medium for classroom instruction? ___yes ___no

Have you ever used this medium for non-teaching purposes? ___yes ___no

VIDEOTAPE

Electromagnetic tape used for playing and/or recording of visual images and sound from a television or a studio camera. It can be either cassette or open reel format.

important ___:___:___:___:___:___:___ unimportant

good ___:___:___:___:___:___:___ bad

superior ___:___:___:___:___:___:___ inferior

beneficial ___:___:___:___:___:___:___ harmful

wise ___:___:___:___:___:___:___ foolish

positive ___:___:___:___:___:___:___ negative

successful ___:___:___:___:___:___:___ unsuccessful

timely ___:___:___:___:___:___:___ untimely

Do you have access to the equipment required for the use of this medium?

___yes ___no

Have you ever used this medium for classroom instruction? ___yes ___no

Have you ever used this medium for non-teaching purposes? ___yes ___no

AUDIO TAPE

Electromagnetic tape used for playing and/or recording sound. It can be either cassette or open reel format.

important ___:___:___:___:___:___:___ unimportant

good ___:___:___:___:___:___:___ bad

superior ___:___:___:___:___:___:___ inferior

beneficial ___:___:___:___:___:___:___ harmful

wise ___:___:___:___:___:___:___ foolish

positive ___:___:___:___:___:___:___ negative

successful ___:___:___:___:___:___:___ unsuccessful

timely ___:___:___:___:___:___:___ untimely

Do you have access to the equipment required for the use of this medium?

___yes ___no

Have you ever used this medium for classroom instruction? ___yes ___no

Have you ever used this medium for non-teaching purposes? ___yes ___no

FILMSTRIPS

Silent or with sound.

important ___:___:___:___:___:___:___ unimportant

good ___:___:___:___:___:___:___ bad

superior ___:___:___:___:___:___:___ inferior

beneficial ___:___:___:___:___:___:___ harmful

wise ___:___:___:___:___:___:___ foolish

positive ___:___:___:___:___:___:___ negative

successful ___:___:___:___:___:___:___ unsuccessful

timely ___:___:___:___:___:___:___ untimely

Do you have access to the equipment required for the use of this medium?

___yes ___no

Have you ever used this medium for classroom instruction? ___yes ___no

Have you ever used this medium for non-teaching purposes? ___yes ___no

FILM

Motion pictures, silent or with sound.

important ___:___:___:___:___:___:___ unimportant

good ___:___:___:___:___:___:___ bad

superior ___:___:___:___:___:___:___ inferior

beneficial ___:___:___:___:___:___:___ harmful

wise ___:___:___:___:___:___:___ foolish

positive ___:___:___:___:___:___:___ negative

successful ___:___:___:___:___:___:___ unsuccessful

timely ___:___:___:___:___:___:___ untimely

Do you have access to the equipment required for the use of this medium?

___yes ___no

Have you ever used this medium for classroom instruction? ___yes ___no

Have you ever used this medium for non-teaching purposes? ___yes ___no

BOOKS AND PROFESSIONAL ARTICLES

important ___:___:___:___:___:___:___ unimportant

good ___:___:___:___:___:___:___ bad

superior ___:___:___:___:___:___:___ inferior

beneficial ___:___:___:___:___:___:___ harmful

wise ___:___:___:___:___:___:___ foolish

positive ___:___:___:___:___:___:___ negative

successful ___:___:___:___:___:___:___ unsuccessful

timely ___:___:___:___:___:___:___ untimely

Do you have access to the equipment required for the use of this medium?

___yes ___no

Have you ever used this medium for classroom instruction? ___yes ___no

Have you ever used this medium for non-teaching purposes? ___yes ___no

MAGAZINES

important ___:___:___:___:___:___:___ unimportant

good ___:___:___:___:___:___:___ bad

superior ___:___:___:___:___:___:___ inferior

beneficial ___:___:___:___:___:___:___ harmful

wise ___:___:___:___:___:___:___ foolish

positive ___:___:___:___:___:___:___ negative

successful ___:___:___:___:___:___:___ unsuccessful

timely ___:___:___:___:___:___:___ untimely

Do you have access to the equipment required for the use of this medium?

___yes ___no

Have you ever used this medium for classroom instruction? ___yes ___no

Have you ever used this medium for non-teaching purposes? ___yes ___no

TRANSPARENCIES

Photographs or illustrations requiring projection.

important ___:___:___:___:___:___:___ unimportant

good ___:___:___:___:___:___:___ bad

superior ___:___:___:___:___:___:___ inferior

beneficial ___:___:___:___:___:___:___ harmful

wise ___:___:___:___:___:___:___ foolish

positive ___:___:___:___:___:___:___ negative

successful ___:___:___:___:___:___:___ unsuccessful

timely ___:___:___:___:___:___:___ untimely

Do you have access to the equipment required for the use of this medium?

___yes ___no

Have you ever used this medium for classroom instruction? ___yes ___no

Have you ever used this medium for non-teaching purposes? ___yes ___no

The following questions are for statistical purposes only.

1. Age:_____

2. Sex:_____

3. Name of school:_____

4. Name of county:_____

5. Number of students in your class (if multiple sections, average number):

   _____

6. Highest level of education completed:_____

## SUPPLEMENTARY SURVEY

Item one which appears on each sheet of semantic differential bipolar adjectives asks for a yes or no response to the question "Do you have access to the equipment required for the use of this medium?" The words "you" and "access" are the keys to this question. If the question had read "Is there equipment in your school for the use of this medium?" then the responses might have differed. For example, if a particular teacher's school had a video tape recorder/player that was under the control of another teacher or administrator and available only at inconvenient times to this particular teacher then the answer to item one might be "no" where, is the VTR was in the school at all, the answer to the other question would have been "yes".

In order to determine the validity of this a supplementary survey has been prepared for distribution to principals in schools where the teacher attitude survey is being tested.

If there is a significant correlation between "no" responses from teachers and "yes" responses from principals then the attitude survey answers could very well reflect a lack of communication between school personnel. Double "no" responses could reflect attitudes based on a lack of knowledge and familiarity.

Significance between "yes"-teachers and "no"-principals would bear the need for further study to determine whether teachers would use their avowed access to certain equipment outside of the classroom to to educationally related work. Double "yes" responses would indicate that there are no perceived barriers to the using of certain types of technological equipment.

At the least the following survey should provide information on the extent to which media equipment exists in the schools of the Commonwealth.

MEDIA EQUIPMENT SURVEY FOR PRINCIPALS

INSTRUCTIONS: Check either yes or no for each of the six listed mediums and fill in the number of each listed media device that is available in your school.

| Does your school have the following media devices? | Yes | No | How many? |
|---|---|---|---|
| Video Tape Recorder/Player | | | |
| Microfiche/Microfilm Reader | | | |
| Audio Tape Recorder/Player | | | |
| Filmstrip Projector | | | |
| Motion Picture Projector | | | |
| Transparency Projector | | | |

ANY COMMENTS ON THIS SURVEY?